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HOWARD UNIVERSITY RECORD



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HOWARD UNIVERSITY RECORD

Vol. 2

WASHINGTON, D. C. NOVEMBER, 1908

No. 4

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UNIVERSITY NOTES

THIS NUMBER OF THE RECORD is given up largely to the setting forth of certain lines of work in several departments of the University. The articles will be found of special interest. Fuller treatment is given of the methods and spirit of the instruction by the professors than can be offered in the catalog.

THE ATTENDANCE in the several departments is unprecedented. The number of college freshmen regularly entered in the School of Liberal Arts, including the College of Arts and Sciences and the Teachers College, is 64. It will be observed that this is in excess of the entire number of students enrolled in all the four college classes up to two years ago this fall.

THE ATTENDANCE AT THE SCHOOL OF MEDICINE has passed the 350 mark, although the standard of requirements is higher and the tuition has been raised in the Medical College. Improvements to the amount of \$7,000 have been made in the buildings in the past year. If it had not been for the enlarged laboratories and new equipment, it would have been impossible to accommodate the increased attendance. The new professors are taking hold with vigor and enthusiasm. The clinical facilities now offered daily in the superb amphitheatre of the new Freedmen's Hospital are said to be unsurpassed. Certainly the students of the School of Medicine are enjoying superior advantages.

THE NEW QUARTERS given to the Dental College are much appreciated. Several times as much space is available as in the old rooms. A large number of new chairs and engines have been added to the equipment. The laboratories and workshop are given an entire floor. The attendance is greatly increased.

"RACE ADJUSTMENT" is the title of a new volume by Dean Miller. We are gratified to learn that it is having a good sale. It certainly should make strong appeal to the alumni and friends of Howard.

MINER HALL has been repainted and refitted throughout. Every room is taken and the hall crowded as never before, even including the Annex, which is entirely filled. Few college buildings are more charmingly situated with the outlook over the campus and the reservoir lake.

THE PAPER READ BY PRESIDENT THIRKIELD before the last session of the Religious Education Association has been published in the volume entitled "Education and the National Character."

NEW CENTRAL HEATING PLANT.—The days of suffering from insufficient heat at Howard are past. There has just been added to Howard's equipment a new central heating plant. It is connected with the heating plant of the new Freedmen's Hospital, so that both institutions are heated by steam from the same boilers. An additional 200 horsepower boiler has been put in, so that there is provision for any emergency. This improvement will secure much better service and at greatly reduced cost.

College of Arts and Sciences

GRADUATING CLASS OF 1908.

THE largest class in the history of this college was graduated last spring. The distribution of these seventeen graduates among the different callings and professions is indicative of the wide range of opportunity open to college men.

Rev. W. A. S. Wright	Rector, Washington, D. C.
Chas. E. Smith	Law Student, University of Chicago
James R. Chase	Medical Student, University of Chicago
Daniel W. Bowles	Law Student, Howard University
M. W. Bush	Medical Student, Howard University
Edward H. Lawson	Substitute teacher, and student, Normal School, Washington, D. C.
Aubrey W. Morton	Teacher Latin, St. Augustine School, Raleigh, N. C.
F. D. Whitby	Theological Student, Howard University
Lucy D. Slowe	Teacher English, Baltimore High School
Marjorie D. Hill	Teacher Virginia Seminary, Lynchburg, Va.
Margaret E. Flaggs	Teacher Public Schools, Baltimore, Md.
Lillie E. Burke	Teacher Downingtown Institute, Downingtown, Pa.
Beula E. Burke	Teacher Albany Academy, Albany, Ga.
Julia E. Brooks	Teacher Public Schools, Washington, D. C.
Marie S. Woolfolk	Student Social Settlement Work, Atlanta, Ga.
Annie M. Powell	Towanda, Pa.

THE COLLEGE OF ARTS AND SCIENCES is the department of the University devoted to higher academic and liberal studies. In facilities and appliances of instruction, in extent and variety of courses, and in thoroughness and efficiency of its teaching, this department aims to keep fully abreast of the standard American colleges.

Courses of Instruction

There are eleven chairs, with adequate courses and competent professors in charge:

1. THE DEPARTMENT OF ENGLISH

Professors Charles C. Cook and Ernest E. Just

2. THE DEPARTMENT OF GREEK AND ETHICS

Prof. George O. Little

3. THE DEPARTMENT OF LATIN

Prof. George M. Lightfoot

4. THE DEPARTMENT OF MODERN LANGUAGES (French and German),

Miss Elizabeth A. Cook

5. THE DEPARTMENT OF MATHEMATICS
Prof. Kelly Miller, Dean, College of Arts and Sciences
6. THE DEPARTMENT OF BIOLOGY
Prof. Richard E. Shuh
7. THE DEPARTMENT OF PHYSICS AND CHEMISTRY
Prof. Herbert C. Scurlock
8. THE DEPARTMENT OF HISTORY
Prof. William V. Tunnell
9. THE DEPARTMENT OF PHILOSOPHY
Prof. Lewis B. Moore, Dean, Teachers College
10. THE DEPARTMENT OF SOCIAL SCIENCE
Prof. Edward L. Parks
11. THE DEPARTMENT OF INTERNATIONAL AND COMMERCIAL LAW,
Prof. George W. Cook, Dean, Commercial College

A UNIVERSITY COLLEGE—PROFESSIONAL COURSES.

STUDENTS of the College of Arts and Sciences may share in the advantages offered by the professional departments of the University. Courses in language, history, science and psychology may be pursued as a basis for professional work in theology, law, medicine and teaching. Electives have been so arranged that the student may hope to anticipate one year's work in the professional schools of the University.

The Classical Languages

UNTIL well past the middle part of the last century the place of the Classical Languages in the higher education was unquestioned. All Christian nations regarded them as the most valuable source of culture and as the indispensable equipment of the scholar, whether his investigations lay in the field of science, literature or history. In fact, there could be no higher education which did not center in the study of the Classics. But during the past quarter of a century the material element in our present-day civilization has been so strongly emphasized that it dominates every issue of our modern life. This powerful force acting from without has exerted an all-pervading influence upon those whose business it is to shape and adjust college courses, as well as upon those whose privilege it is to prosecute such courses. Educational courses which by reason of custom and tradition had stood the test of centuries, have been compelled either to give way entirely or to submit to radical modifications to suit the needs of this practical age. The colleges have been forced to yield to the demands of the public which clamors for fads in its education as well as in its dress and amusements.

No strong argument is required to convince those who take a strictly utilitarian view of education that those branches having a direct bearing upon making a living should be included in our modern scheme of higher education; but when we come to the consideration of the so-called humanistic subjects whose bearing upon making a living is not so obvious, it is well nigh impossible to persuade them that such studies have any place whatsoever in the higher training for life. To no other courses on the list of humanistic subjects does the latter statement apply with greater force than to those embracing a study of the Latin and Greek languages and literatures.

PROGRESSIVE CONSERVATISM

DURING this change of attitude with reference to classical study, the College of Arts and Sciences at Howard University, while maintaining a conservative position, has nevertheless fallen in line with the other smaller American colleges and has made all of the courses in Latin and Greek elective. These courses, which are chosen by a surprisingly large percentage of the students, cover practically the entire range of ancient classical literature, and include a study of the representative authors in drama, poetry, history and philosophy—Herodotus, Thucydides, Homer, Sophocles and Plato in the Greek, and Livy,

Tacitus, Cicero, Horace, Plautus and Terence in the Latin. Besides, the department of Latin will, after this year, offer a teachers' course in that subject, which will be open to those who have taken Sophomore courses in Latin and who expect to become teachers of Latin in secondary schools.

PRACTICAL AIM

THE aim of instruction in the departments of Classical languages is the same as that in all other departments of study in the University—viz., to assist in fitting young men and women for the highest duties of citizenship and to make them efficient members of society.

It is assumed that for the most part college men will, upon graduation, become leaders in the various phases of the world's activities. In order that their leadership may be effective they must bring to this task well-trained minds, possessing the power of initiative and organization; they must have some understanding of the meaning and development of civilization so as to take the broader view of the problems constantly arising in modern society; they must be able to grasp propositions and to state them with force and effectiveness:

FOUNDATION FOR ENGLISH

THE aims of this department may be briefly stated as follows: To promote facility in the use of the English language and to deepen the understanding and appreciation of English literature. It is generally agreed among educators that the best results in the teaching of English cannot be secured without the aid given by the study of some other language, and that Latin especially, by reason of its fuller inflectional system, is especially suited to this end. Greek and Latin, both in form and style, furnish the most finely finished specimens of language known to the philologist, and because of their beauty of thought and expression have a highly cultural effect upon the mind and form almost the only basis for the English language in the expression of lofty sentiment and elevated thought. Much that is best in modern literature has received its inspiration from classical sources; this is true to such an extent that one finds it impossible, except in a superficial way, to appreciate and understand the finest productions in modern literature unless he is familiar with the sources from which they are derived.

The aim is also to enable the student through the medium of the classical languages to investigate and assimilate the spirit, government, religion and other sociological features of the nations who spoke them.

FOUNDATION FOR STUDY OF MODERN CIVILIZATION

WE cannot well over estimate what Greece and Rome have contributed to modern civilization. In the report of the Committee of Ten we find the following statements: "The work of the European world was mapped in Greece and here direction was given to human effort, perhaps forever." "Roman history is the great central ganglion by which the history of the world is connected; Rome handed to us the civilization of Greece, gave us community of thought and ideals, rules us to-day in civil and ecclesiastical law." The above statements show that there can be no thorough study of the problems of modern civilization until we have studied the character and spirit of the people with whom all the essential problems of our modern life originated.

Now the question is whether such acquaintance can be secured through the medium of the so-called translations and apart from the study of the Latin and the Greek languages. The experience of scholars, the testimony of educators, and the action of a discerning public justify us in answering this question emphatically in the negative. It is clear to every one who has studied Latin and Greek that the genius which produced them has everywhere impressed itself upon them.

We admire the Greek for its grace and finish, while we value the Latin for its antithetic strength and vigor, each reflecting to a marvelous degree the chief characteristic of the nation that produced it. It is only by coming into actual contact with the language that we imbibe the spirit and understand the inner life of the people. There is, in fact, nothing that these great nations have left us which tells us so much about them as the image of themselves which they have stamped upon their languages.

GIVE INSIGHT AND BREADTH

IT IS not my purpose in this paper to claim for either Latin or Greek an undue amount of consideration among many other vital subjects in school and college courses. Nor do I for one moment advocate a return to the so-called mediæval college course, in which the ancient classics formed the bone and sinew of the curriculum. We must all be in full accord with the present tendency in every grade of education to adapt courses of study to our growing needs and changing conditions, whenever, of course, this is done with moderation and sanity. I do claim, however, that the study of any foreign language, ancient or modern, possesses great insight-giving value, and has the effect of taking the student out of immediate environment and placing him in touch either with the rich resources of the civilization of the past or with the higher culture and thought of those modern nations whose civilizations have taken a turn different from his own. Such study broadens his sympathies, expands his thought, and gives him a completer idea of life. In the language of a famous scholar, "Happy are they who through the formal education of the schools are brought into touch with the life attitude of other peoples as embodied in their languages, and especially of those peoples whose spiritual life has blended into the early currents of our own."

GEORGE. M. LIGHTFOOT.

Economics and Political Science

THE young people who are being educated to be teachers, physicians, ministers, lawyers and industrial and social leaders need to know the nature of the economic life of which they are an integral part. They need to have a clear vision of the great underlying economic principles and laws which determine the conditions of progress. They need to have the facts of the exact industrial condition and see clearly that the fundamental problem is to secure economic efficiency. They need to understand that economic efficiency is not confined to material products, but includes the supply of any human want. They should learn the relation of general education and of motive to economic efficiency. The brain is the largest agency in producing even material commodities. In our complex industrial life no laborer is free who is not intelligent. To multiply and elevate the wants of a people is to multiply and enlarge their motives for economic efficiency. These considerations show the general bearings of economics in the education of those who are to be leaders of the people.

ECONOMIC LIFE REVOLUTIONIZED

THE importance of courses in Economics and Political Science is emphasized by the prominence of their subjects in the life of to-day. The present economic life is as different from that of the fathers as if it had been transformed by a revolution. The life of the nation is being rapidly unified. It has become industrial. Great railroad corporations have been given by the government the ownership of the natural monopolies in the arteries of commerce. Our industrial life is characterized by large aggregations of capital and by large scale production. A little over eight per cent. of the factories in the United States employ about seventy-five per cent. of the total workmen. It is

a common thing for a single mill or factory to have about five thousand employees. In 1907, besides the hundreds of lesser combinations each with millions, there were twenty-seven such combinations each with a capital of \$50,000,000, or above, and with an aggregate capital of \$3,785,000,000. The greatest combination of them all, the United States Steel Corporation, with its \$1,618,309,769 of assets, represents over one thousand and one hundred different mills and works. But the aggregation does not stop with these great corporations. By the system of community of interests, from fifty to one hundred men own and manage a large share of all these vast interests. The tendency to aggregation of capital and enterprises gives us also the rail road combinations, the department stores, the great mail order houses, etc. All the people are more or less under the influence of these combinations. The farmers, who in the older days were regarded as the independent class, are dependent upon the elevators, transportation companies, the meat trusts, and the exchanges for the sale of their products, and upon a multitude of other combinations for their supplies. These aggregations and combinations of capital and enterprises have come to stay, for they increase the production and wealth of the nation, and, hence, the material elements of our civilization. One might as well try to compress the full grown eagle into the egg from which it was hatched and preserve its life as to expect modern developed economic life to return to the primitive conditions.

GROWTH OF THE VALUE OF MAN

BUT side by side with the development of these economic conditions there has been the growth of the value of man. This has been the result of the influence of Christian ideals and of free institutions and of public education in this country, as well as of the economic forces from which have sprung the trade unions and brotherhoods. The recent economics itself places the primary emphasis not upon the capitalist and captain of industry, but upon the common people, and gives new meaning to the rights of society as limiting those of the individual. It also recognizes that many moral motives enter as economic forces, and, hence, must be considered in studying the economic life. Economists have also come to recognize that it is their province to study not only what has been and what is but also what ought to be. Man is not entirely the product of his environment. He can modify his social as well as his physical environment. He can progress towards an economic ideal.

INDUSTRIAL AND SOCIAL RECONSTRUCTION

THE result is that our political life also has greatly changed. Its great questions have become economic and moral. We have a situation in our national life which is very different from that of our fathers. The personal bond between the employer and the employed has been changed to the money nexus. Society has become divided more sharply into classes. A moneyed aristocracy, with its arrogance and enormous power, threatens the very foundations of our democratic institutions. The dangers and problems are very different from those in past generations. The struggle for freedom has been transferred to the industrial field. The new wine requires new wine skins, the new industrial and national life new social and political organisms. The thoughtful of all classes recognize something of the greatness of the changes that have taken place and the gravity of the situation. The Religious Education Association in its resolutions at the last national convention, spoke of "the industrial and social reconstruction that is now upon our civilization"; and Dr. Lyman Abbott, who gave an address on "The Significance of the Present Moral Awakening of the Nation," treated it as pertaining to economic conditions. It is very significant

that the leaders who are associated in the interest of religious education thus showed that they recognized that our great problems are fundamentally economic.

METHOD: FIRST THE FACTS

THE courses in Economics and Political Science in Howard University aim first to familiarize the student with the facts which are the subject matter of these sciences as they exist in this developed and complex civilization. This requires also a careful survey of the history leading up to the present situation. In the Political Science Course the foundation is laid by a survey of the peoples and states of the world and the fundamental principles. This is followed by a study of the formation of each of the four great states, the United States, Great Britain, Germany and France, and by a comparative study of their constitutions. Then there is an investigation of the political forces and practical workings of our American system and of the living issues in federal, state, municipal and local government.

The primary emphasis in both courses is placed upon knowing the facts, and obtaining the fundamental principles and laws from them. The present problems and situation are studied. The work of the executive departments and the legislation in Congress make Washington a centre of great advantage for such a study. Through the Congressional and City Libraries, as well as the University Library, the student has the use of the government documents and all the literature. Great emphasis is also placed upon the study of the condition of the masses of people, their needs and the best way in which to secure their highest development. The student is encouraged to make original investigations. It is believed that these courses will prove of invaluable service in preparing for their great work those who are to be leaders of the people.

EDWARD L. PARKS.

Physics and Chemistry

THE rapid growth of the three professions—mechanical, electrical and chemical engineering—has made a wonderful impress upon the world's history in the last twenty-five years, and the spirit of invention and investigation, always quick to seize upon every new discovery and to make of it some practical return to mankind, either in every-day application or in an addition to the sum of knowledge, has enriched us greatly.

The subjects of Chemistry and Physics, out of which these professions grow, have received a new importance and their study is now approached in almost all colleges from this new standpoint. It is no less so at Howard University. The demand on the part of students in physical science for advanced and special courses attests the fact that the benefits and opportunities are not being overlooked by them. The department of physical science, therefore, is constantly advancing its courses. This year, with two advanced classes in both Chemistry and Physics, a gratifying amount of special work is being done.

To the already large amount of apparatus other special pieces are being added, so that the student has the opportunity of seeing performed and himself performing not only the usual illustrative experiments, but also those illustrating the modern methods of quantitative research.

The need of a building especially adapted in its appointments for the teaching of science is imperative. We hope that the projected science building will very soon take definite form; for the need of it grows greater every year.

It is the expectation of Howard University to produce a set of scientific men and women who are well fitted to take up the teaching of science, or to enter upon any work requiring a technical knowledge of Chemistry and Physics. It is very evident from the studiousness with which these subjects are being pursued by our students that this expectation is justified. There are already a great many Howard men and women who are successful teachers of science, or who are engaged in pursuits in which such knowledge is necessary. Upon these we look with much pride. As the work advances there is need for a larger teaching force in the University in science, and there is no reason why additions should not be made from our own graduates who specially fit themselves for work in this department. With the new science building, for which appeal is being made, added tone will be given to this department and the whole University will thus be greatly benefited.

H. C. SCURLOCK.

Biology and Geology

THE work begins with Botany, since the materials here are very abundant and the structures are simpler than in animals. No herbarium is required. We aim to have our students grasp the underlying principles of the subject rather than to have them learn a heterogeneous collection of names, or experience a kaleidoscopic view of many plants. We seek rather the philosophy of the science and an understanding of the functions which connect themselves with the main structures of the vegetable kingdom. The course has awakened inquiry in other schools, and upon request, outlines have been furnished them and several experts in education. In the main it is a modification of the Harvard course, and it is well known that fifteen years since, the influence of Harvard radically changed the methods of presenting this science, and so the subject took on new life in our high schools and colleges.

The second semester is given over to a brief resume of the leading facts of zoology, it is hoped that the year will afford a certain foundation for the study of medicine.

Course II is intended for those who wish to carry on advanced work in Botany. Those in charge of the department are prepared by a wide experience in the field and by graduate work in Harvard and elsewhere to direct students in courses requiring several years for their completion.

Invertebrate Zoology, or Course III is always elected by a good sized and enthusiastic class. It presupposes a fair knowledge of Zoology and the ability to dissect readily and to do a reasonable amount of independent work. Though the course is wide in its scope, the practical is ever kept in view, and particular attention is given to the demands of the teacher and the home, and the relation which animals bear to human welfare.

The third year of Zoology is devoted entirely to the study of vertebrates. This is a new course. The various types of the commoner animals are thoroughly dissected. Special attention is given to their mutual relations, and constant comparison is made between their structure and that of man. An ideal course is thus aimed at in preparation for the work of the physician and nurse. It has been elected by students of both sexes who have one of these professions in view.

The equipment for these courses is being enriched each year; it is believed that it will be so increased, when the new science building is erected in the near future, that it will easily be adequate to all demands.

The course in Geology lasts through the year. Though thorough, it is rather popular in its nature, and aims to prepare teachers for giving instruction in physiography as well as in more formal geology.

R. E. SCHUH.

English

ENGLISH thrives at Howard University. Among its past presidents who excelled in their use of their mother tongue, Dr Patten and Dr. Rankin stand forth boldly, the latter having enough poetic genius to transmit his name to a far-removed posterity. President Thirkield vigorously urges the value of English reading and English writing upon every student who means *to do things*, and by his force and eloquence in the University chapel furnishes the living model. Indeed, the student of Howard in the first decade of the twentieth century is fairly surrounded by models. More than one of the members of the Faculty of Theology, the Professors of Mathematics, of History, of Psychology, and of Economics are proficient in English speaking and writing. At every hand the student meets the moulding influence of these leaders in the life of the University.

On the side of instruction the young man or young woman at Howard is no less encouraged and aided than on that of example. It is a pleasure to hear Miss Barker's keen satire, or flashes of wit that now and then take the form of verse. Miss Robinson is wonderfully felicitous in her occasional addresses. There is not given to one the opportunity to hear a finer eulogy than she pronounces, and those are to be envied whom she chooses for her theme. Mr. Just, a Phi Beta Kappa man with a triumphant college record and a burning zeal for scholarship, is throwing himself heart and soul into his extensive reading and enthusiastic instruction; and Miss Jackson, who came but a month or two ago to join in the English teaching, has so firmly established her reputation as a teacher in the Baltimore High and Training School that her uplifting influence will be felt at once on the side of the most thorough English training.

The student at Howard on the side of Rhetoric and Composition may rise from the study of Grammar and the elements of Rhetoric to literary workmanship of the sort that requires a high degree of specialized knowledge and acquired technical skill. He may fill up his own sketch-book with literary materials and turn them into stories, real and imaginary; sharpen his pen by criticisms of the masters of exposition, himself learning lessons in interpretation; or search his times for evidence to be used in the pros and cons of debate. On the side of English Literature he may rise from edited school classics to the study of literary periods and literary forms, where he needs the light of a dozen guides in place of the text-book of the beginner, and even go on to a philosophy of life which through literature he may shape for himself. Does this mean overstudy, "burning the midnight oil?" Assuredly it does mean study. The "University Journal," the students' paper, shows the realization of this in its familiar motto: "Praestantia non sine labore." But there are untold delights in the study of literature itself and even pleasures by the way—editorship, literary societies, oratorical prizes and intercollegiate debates bear witness thereof.

C. C. COOK.

Modern Languages

THE WORK in Modern Languages has always been gratifying at Howard University. Many students are attracted, from the first, to the elementary courses. A goodly number elect all the advanced courses offered and take kindly to all special (recess or after-school) courses planned to supplement the regular work and to offer opportunities for conversation, sight translation, or the reading of extra classics.

The work of the first year consists in laying as broad a foundation as the allotted time permits; primarily, this course is intended to prepare students for

the advanced classes, but it is broad and comprehensive enough to enable the student to continue the study outside the class-room, and perfect himself in conversation, composition, literary or scientific reading, as his inclination or his needs suggest.

The work of the second year is planned to deepen the knowledge of the first; the student is, by this time, expected to be so well acquainted with the language and so keenly interested in it that he will wish to continue to read and to study.

From now on, his interest is centered not only in the language as such, but also as the most satisfactory and satisfying means of obtaining information concerning the country, the people, the habits and customs, the history, the literature and current affairs; for these are living languages, and the students are encouraged (1) to provide material for conversation and composition by collecting postals, pictures from any source, magazine articles, newspaper items in French or German, or even in English concerning those countries; (2) to organize recess-hour or after-school clubs or class-groups for conversing or for playing one or more of the six games which supplement the courses and form pleasant and profitable leisure-hour employment.

The size of the classes beginning the modern languages (this year twenty-one electing German and forty-five electing French) shows that the students enter with a more or less well defined interest in these branches of study, and the advanced courses are planned to make that an abiding interest. Works from the best classic authors are chosen where they lend themselves to the plan pursued—that of insuring future study and eventual mastery of the language.

Any student who has followed earnestly and conscientiously the work of the first year has laid a foundation strong enough for any superstructure, has acquired a momentum which will carry him on through the difficulties and obstacles on any road leading to any field of activity or benefit. This field may be self-improvement, which might mean culture or the obtaining of information at first hand from foreign works in the realm of science or philosophy, or this field may be the diplomatic service, training for which is being encouraged by the courses offered at the State Department and in several universities, or it may be teaching which, however, is such a large field and is such a grave, important and responsible work, that to enter upon it worthily, further training, the fullest possible training, is necessary in order that serious mistakes be avoided and the standard be kept high.

ELIZABETH A. COOK.

The Department of History

THE UNIVERSITY is ambitious to keep pace with the best institutions of the country in the development of a modern curriculum, and therefore she offers more in this important branch of study than ever before since her foundation. The University is better equipped than in the past for specialized work in this department.

Three courses are at present offered in the School of Liberal Arts, viz:

I. History of Western Europe.

II. History of the English People.

III. History of the American Nation.

The courses are elective, as is usual in most of the American colleges. As History has established its preeminence as one of the most useful courses in the modern college curriculum, the aim is to make these courses in the University serve practical and utilitarian ends as well as those that are merely informational and cultural. The student needs constantly to have pointed out to him the fact that the life of to-day is but the product of the energies, the toils and the

sacrifices of yesterday, and that present-day institutions can only be understood as they are traced back to their genesis and through the steps of their evolution. He must be made to see that in order to get an adequate comprehension of our own times he must enter sympathetically into the study of the material, intellectual and moral forces and into the labors, principles and motives of the actors through whom the modern world has been made possible and actual. The daily newspaper will not merely detail the events of a span of hours, but will become to such a one the exponent of the ages, the mirror of the world-drama which has been unfolding through all time.

For none of the elements of our heterogeneous population has history more pregnant lessons and a directer message than for those to whom Howard University directly ministers. The problems of their political, material, social, civic and economic life are the problems which the more historic and advanced peoples have had to meet and solve; and as history is but a record of the experience of mankind, and as experience is always the safest teacher and surest guide, History alone gives the clue to the intricacies of every social, moral or political enigma. The achievements of the great historic peoples who have risen from obscurity, weakness and barbarism to heights of eminence and power, directing great world-movements, are but symbols of the potencies of every undeveloped people. The story of the struggles out of slavery into progressive freedom on the part of the foremost races should become more and more an incitive to the youth of the Negro race to avail themselves of the forces of modern life to lift their race to a higher plane of achievement and progress.

The thoughtful, critical student of History, however, will come to see that the deepest significance of History cannot be adequately expounded if exclusive attention is directed to its material and economic aspects. Those aspects should not be ignored or minimized, for History cannot be rightly taught or learned unless this side of man's life gets its just place and deserts in the story of his career. But when that has been told there is a wide area of his life that is yet to be unfolded.

The youth of our age must be impressed as never before with the *moral* significance of History and the ethical content of the great movements of the past as they relate themselves to the forces that make for righteousness to-day. The very magnitude and portentousness of the industrialism of to-day tends to dazzle and seduce the thoughtless to believe that life consists in the abundance of things which men may possess. History steps in as a monitor to warn and undeceive as she unfolds the mournful fate of those who pursued such an *ignis fatuus* to their own ruin. The true student will come to see the directing hand of God in the story of every age and people, and that there is no such thing as profane History, but that all History is sacred—the history of Europe and Africa and America as well as of the Jews, and that government is, in the deepest sense, theocratic—that Moses was no more raised up of God than Charlemagne or Lincoln, and that they were no more raised up of God than are we. Such a student will perceive the stirrings of divinity in all the peoples as they groan and travail together in pain, and as they press toward “That far-off divine event to which the whole creation moves.”

The end sought, therefore, in the study of History in the University is culture for power and culture for influence, but supremely culture for character—to deepen the consciousness of the moral order and the ethical sanctities, to help each aspiring young man and woman to see in History the unfolding purposes of God as they have been revealed through all the ages in the life of peoples, races and individuals, and to inspire them to catch a vision of that kingdom which cometh not with observation, where God's will is done here on earth as it is in the heavens.

W. V. TUNNELL.

The Teachers College

THE of the characteristics of the closing years of the 19th Century is the movement which has eventuated in the elevation given to teaching as a profession.

It is only within a comparatively short time that men commenced to write and speak of the profession of teaching or the science of education. We have heard of the hard, bitter struggle, the makeshift, the unpaid life's work, but very little of the privilege, honor and dignity of dealing with and molding human lives. One thing which marks the great advance in educational progress today is the development of the professional side of the teacher's training. The demand for better teachers and the desire to place teachers on a higher plane denote a great advance in the ideals of a community.

The proper organization of schools for the professional training of teachers, their maintenance upon a higher plane so as to meet an increased demand, is one of the most important problems in American education today. In Germany teaching has been a profession since the days of the Napoleonic wars. The establishment of teachers seminaries by Francke and the encouragement given to them by the great Frederick and the re-inforcement development of the work by the educational statesman, Stein, have placed Germany in the forefront as the land of professional education, as well as technical and military training.

In Germany the matter is made easy because of state control and the simple divisions of the educational system. In America, however, the problem is complicated by the fact that our school system falls into five clearly differentiated divisions:

(1) The Kindergarten Education, (2) Elementary Education, including primary and grammar schools, (3) Secondary Education, represented by public and private high schools, academies, and preparatory schools, (4) Higher Education, represented by colleges, (5) Highest Education, represented by the universities and by the higher professional and technical schools, having as a basis higher or college education.

The problem of teacher training will be simplified somewhat by the recognition of the fact that there is no "general art" of teaching nor the scientific training of a teacher for any and all phases of teaching, but the problem is one of training individuals in the work of teaching in some one of the above divisions of the school system.

The teacher is not a wage earner nor an artisan, but an artist in some special phase of school process. His training must fit him to become skillful either as a kindergartner, as an elementary school teacher, as a secondary school teacher, as a college professor, or as a university investigator and technical leader. There arises, therefore, a special need that he who is to teach shall master such knowledge and methods as may be grouped under each phase of the school process, which may be termed special pedagogy, as well as grasp the fundamental courses and knowledges embodied in the History and principles of Education and Psychology, (General, Generic, educational and social.)

TEACHERS COLLEGE FOUNDED

IN order to make possible this special training of teachers for special departments of education, the Trustees established in 1899 a Department of Pedagogy, which has since grown into the Teachers College. Much good work had been done prior to this time in a normal school, organized May 1, 1867, which was early recognized by the Trustees as of prime importance along with the Theological Department for the training of leaders in educational or religious work.

Its functions as expressed by the Trustees, is to train teachers of both sexes for Kindergartens, Primary Schools, Grammar Schools, High Schools, Academies and Normal Schools. Charged with this comprehensive function, it has developed clearly differentiated scholastic and professional courses, with a special view to meeting the demands, growing more numerous every year, for teachers with academic and superior professional equipment.

ADMISSION

CANDIDATES must be graduates of accredited high schools or must have an equivalent training as evinced by the presentation of 15 credits, covering the usual college entrance requirements. This cannot be obtained ordinarily with less than four years of high school work. Thirteen units is the minimum accepted for conditional admission.

ADMISSION OF ADVANCED STUDENTS

STUDENTS who have completed the freshman and sophomore years in an accredited college or technical school will be admitted to the junior class of the Teachers College and permitted to specialize for two years in major subjects.

Other applicants for admission for advanced standing must satisfy the entrance requirements of this college and present a transcript from the record of work done in other colleges.

SPECIAL STUDENTS

STUDENTS of maturity and good character who have had the previous training requisite to profit by them are admitted to the various courses of study without being candidates for a degree. The subjects to be selected must be chosen with the approval of the faculty, with a view to selecting such subjects as will give a knowledge of the philosophy of education and a reasonable degree of familiarity with modern methods of teaching, as well as broaden the scope of their scholarship.

ADMISSION OF COLLEGE GRADUATES

GRADUATES of colleges and universities are admitted upon the presentation of their diplomas without further examination and permitted to enter upon courses of one year, as candidates for the degree. Such persons who have completed a course at a college often deem themselves qualified to teach, believing that good scholarship and common sense are the only requisites for high success in the profession. This conviction frequently prevents the best scholars and those who have some natural aptitude for teaching from seeking to learn the principles of their profession and the best way of applying them. It is particularly recommended to such persons that they acquaint themselves with the modern methods of teaching as well as the established principles and generally accepted theory of education; if they hope to advance to the front rank in the profession. We know no way, therefore, in which graduates of colleges, normal schools and seminaries, who purpose to teach, can spend a year immediately after graduation more profitably to themselves and their constituency than by taking for one year special training in the theory and practice of the work which they are to perform.

COURSES OFFERED, DEGREES

THE College offers a two-year course, leading to teacher's diploma, a four-year course, leading to the degree of Bachelor of Arts. Also certain special courses in Manual Training, Music and Drawing. In all these courses the professional aspect of the work is emphasized throughout all the years.

It is expected that pupils should select as a major subject in one of the departments of education in which to become specially proficient. The following outline gives a conspectus of the

COURSES OFFERED:

- A. FUNDAMENTAL COURSES (required of all candidates for Diploma or Degree).
- (1) HISTORY AND PRINCIPLES OF EDUCATION.
 - (2) PSYCHOLOGY (GENERAL, EDUCATIONAL, GENETIC, SOCIAL).
 - (3) METHODS OF TEACHING $\left\{ \begin{array}{l} (a) \text{ General Method.} \\ (b) \text{ Special Methods.} \end{array} \right.$
 - (3a) ACTUAL TEACHING UNDER OBSERVATION.
- B. MAJOR COURSES.
- (I) FOR TEACHING IN KINDERGARTENS.
 - (II) FOR TEACHING IN ELEMENTARY SCHOOLS $\left\{ \begin{array}{l} (a) \text{ Primary grades.} \\ (b) \text{ Grammar grades.} \end{array} \right.$
 - (III) FOR SUPERVISING PRIMARY AND GRAMMAR GRADES (satisfactory experience prerequisite).
 - (IV) FOR SUPERVISING GRAMMAR SCHOOLS (satisfactory experience prerequisite).
 - (V) FOR TEACHING ENGLISH AND HISTORY IN HIGH SCHOOLS.
 - (VI) FOR TEACHING GEOGRAPHY AND NATURE STUDY IN HIGH SCHOOLS.
 - (VII) FOR TEACHING MATHEMATICS AND SCIENCE IN HIGH SCHOOLS.
 - (VIII) FOR TEACHING LATIN AND GREEK IN HIGH SCHOOLS (not offered 1908-9).
 - (IX) FOR TEACHING MODERN LANGUAGES IN HIGH SCHOOLS (not offered 1908-9).
 - (X) FOR TEACHING DOMESTIC SCIENCE AND DOMESTIC ART.
 - (XI) FOR TEACHING MANUAL TRAINING.
 - (XII) FOR TEACHING MUSIC AND DRAWING.
- C. APPROVED ELECTIVE COURSES (the whole amounting to a total of sixty points for four years or thirty points for two years).

OPPORTUNITIES FOR SPECIALIZATION

THE above outline shows that it is the purpose of the Teachers College to offer superior facilities for specialization in almost every phase of school work, emphasizing more and more the professional aspect of all the subjects taught, with a view to practical efficiency in actual work.

FITNESS FOR THE WORK

IT should be borne in mind that some persons who have a desire to teach have no natural aptitude for the work and cannot be made into good teachers in a reasonable length of time. Thorough scholarship is necessary as a foundation for correct methods of teaching, but fine scholars are not all capable of acquiring that skill in instructing which is requisite to success. Therefore we require as necessary to graduation from any department whatsoever, proved efficiency in

Practice Teaching

THE question is often asked:
 "Can this man teach?"
 "Yes."

"How do you know?"

"I have often seen him in his class room. A good working spirit was present. Pupils were held to interesting work. They accomplished things."

Compare such a recommendation with one in which the supervisor can say only that a student talks well about teaching. School boards are looking for those who can really teach, not for those who can talk about teaching. Practice

teaching has two aims: (1) To give the young teacher opportunities to learn to teach without meeting all difficulties at once; (2) To furnish well equipped teachers for the public schools.

Teaching is a complicated process. The individual who can merely hold a class is no longer accepted as a teacher, neither is the one who simply tells. The true test is the value of the work presented, the lines of interest awakened, the ready response, results which are valuable life experiences. The daily routine, the physical conditions of the school room, must receive attention, but over and above these must appear the significance of the work in order to lift teaching from mere drudgery to a life work bringing growth and happiness.

The student teacher is helped in every way to get this point of view. He gains much through observing the experienced teachers with whom he is associated. His plans are discussed with him before they are written, after they are taught. Gradually he learns how to test his plans by his teaching results. He learns that the best discipline is obtained by the best teaching. When his term of practice is completed, he has tested himself, gained certain standards for judging future work, and placed himself on record with his supervisors as a teacher. He goes to meet greater difficulties in a new field, but with habits of work and knowledge of school room procedure growing out of actual experience. He knows what has helped him in the past; he is confident of help from his former teachers, if he needs it, and he realizes the possibilities of growth in his chosen profession.

Encouragement

THE President and the Dean frequently receive letters of encouragement from superintendents, school commissioners and principals, illustrating the satisfaction given by our graduates in actual work. The following is a typical letter from President Weir relative to the work of Mr. J. O. Morrison, class of 1908:

NEW ORLEANS UNIVERSITY,
OFFICE OF THE PRESIDENT
5318 ST. CHARLES AVE., NEW ORLEANS, LA.

October 22, 1908

My Dear Dr. Moore,

Just a line in reply to yours of the 19th. Prof. Morrison is doing well. He is a fine young man and is winning his way with the students. He is a man who, evidently, wants to succeed. Such a man we must appreciate. He is making his work "go" in every particular. His good preparation is very apparent. With kindest regards, I remain

JOHN WEIR.

LARGE PLANS

IT is the purpose of the authorities to place the Teachers College on a parity with the best professional colleges for the training of teachers in the east and west, through careful differentiation of its courses, offering greater opportunities for specialization; through larger opportunities for practice work under actual school conditions and by bringing the students into close relation with the great educational and cultural facilities of this metropolitan city, AND THUS TO MAKE HOWARD UNIVERSITY THE BEST PLACE FOR THE TRAINING OF HIGH GRADE TEACHERS WITH ACADEMIC AND PROFESSIONAL EQUIPMENT, to the end that high school graduates and college graduates without professional training, theoretical and practical, even teachers of experience may here find opportunities for specialization and training in educational theory and educational practice.

The importance of definite work theoretical and practical in the preparation of teachers at Howard University can hardly be overestimated in view of the fact that trained leadership in education and religion is being demanded more and more in the equipment of schools for the colored people in the new south. Our faculty is constantly in receipt of requests from high schools and even colleges for professionally trained instructors. In less than a year requests have come for teachers of kindergartens, elementary schools and for high school teachers of English, History, Mathematics, Biology and German.

WHAT OUR GRADUATES DO

IT is but eight years since the Teachers College was organized, yet it has graduated 138 pupils, many of whom have found ready employment as teachers in the District of Columbia, Maryland, Virginia, North Carolina, South Carolina, Georgia, Florida, Arkansas, Alabama, Louisiana, Texas, Kansas, Missouri, Pennsylvania and New Jersey.

Graduates Become Useful

SELECTED almost at random from our list of graduates, the following are a few of those holding prominent positions in school work. These are only a few, and the mention of them does not imply at all that there are not many others holding places of equal importance if of less prominence:

Mr. Grant S. Murray, class of 1900, graduate of the College of Arts and Sciences, spent one year in the Teachers College and is now a successful teacher of Science in Lincoln Institute, Jefferson, Missouri.

Mr. William A. Joiner, class of 1900, certificate, is a graduate of Wilberforce University and Howard University Law School. He is teaching Physiography at Howard University.

Miss M. S. Hillman, our first Bachelor of Pedagogy, class of 1900, is teaching in the Armstrong Manual Training School.

Mr. J. M. Carter, class of 1902, received A. B. from the College of Arts and Sciences and afterwards spent a year in the Teachers College. He is now teacher in the M Street High School, this city.

Mr. M. M. Morton, class of 1904, is teaching in the Armstrong Manual Training School.

Mr. J. G. Logan, class of 1905, is teaching Science at Howard University.

Mr. J. G. Wright and Mr. Benjamin Washington received certificates from Teachers College and are teachers in the Armstrong Manual Training School.

Mr. J. O. Morrison, class of 1908, is teaching at New Orleans University.

Miss Bertha McNeill is teaching in the Baltimore High School.

Miss Lucinda Christmas is in charge of the Teachers Training Department, Warrenton, N. C.

Mr. Luther Blackwell is head of a department of the Williams Industrial School, Little Rock.

Miss Esther W. Turner, after a very successful career as primary teacher at West Chester, Pennsylvania, has been called to Atlantic City, New Jersey, at an advanced salary.

Miss Frondelena Butler, who received a certificate, class of 1901, is a model teacher in the District schools.

Miss Hattie Hamer taught successfully last year in the A. M. A. School at Florence, Alabama.

Miss Grace P. Campbell has charge of a kindergarten in Brooklyn, New York.

Mr. B. S. Jackson, after successful school experience as a teacher in Parkersburg, West Virginia, is editing a newspaper.

Miss Annie R. Boyer, class of 1904, has just been appointed in the schools at Philadelphia.

This is only a casual mention of a few of the graduates of the Teachers College. No mention has been made of the large number of students who entered from High Schools and Colleges and took partial courses and gained inspiration for their work and some grasp upon the modern methods of education, and are now doing most acceptable work in important and sometimes eminent positions. In this list we should mention Mr. D. O. W. Holmes, with the Baltimore High School, Miss N. B. Spencer at Enfield, North Carolina, and others.

Post-Graduate School

And Polyclinic for Medicine and Dentistry



THE THIRD ANNUAL SESSION of the Howard University Post-graduate School and Polyclinic will begin May 9th, 1909, and continue six weeks for the Medical Course and four weeks for the Dental Course. During the past year, the facilities for teaching, both lectures and laboratories, have been increased and the already strong faculty strengthened by the services of a dozen specialists.

Requirements for Admission.—This school of instruction is exclusively for members of the Medical and Dental professions, whose credentials are satisfactory.

Character of the Instruction.—The instruction will be personal, thorough and exact. Every general practitioner, who desires to keep abreast of the great advance in Medicine, Dentistry and Surgery should spend a few weeks each year in such a school.

The New Freedman's Hospital.—The New Freedman's Hospital, which is adjacent to the Medical College, has just been completed at a cost of \$500,000. The opportunity for clinical instruction is unsurpassed, as the accommodations are ample and practitioners may actually see the cases in the wards as well as on the operating table. The dispensary for outdoor patients is overcrowded with material and affords an exceedingly good opportunity for instruction.

Courses of Study.—There will be a special course in Surgery, Gynecology, Bacteriology, Pathology, Clinical Medicine, Physical Diagnosis, Ophthalmology, Otolaryngology, Laryngology, Phrenology, Mental and Nervous Diseases, Post-Mortem Work, Physical Therapeutics—including Electro-Therapeutics, X-Ray-Work, Tension Light etc. Those attending courses are actually the assistants of the professors and are thus enabled to observe the most exact and best methods.

The Special Course in Dentistry will consist of the latest approved methods in Operative and Prosthetic Dentistry, Extraction, Anæsthetics, general and local; Porcelain Inlay Work, Gold Inlays, Crown and Bridge Work, Cavity Preparation, Contour Work, Color Blending, Matrix Formation and Cementation. Special attention will be given to the Anatomical Articulation and Artistic Arrangement of Artificial Teeth and a thorough course in Orthodontia.

Fees.—The fees will be as follows: for the entire Dental Course, \$40.00; Surgery alone, \$30.00; Gynecology alone, \$20.00, for any other one subject, \$15.00; each additional subject, \$15.00. These fees must be paid in advance. Breakage in laboratories at cost price.

For additional information apply to DR. W. C. MCNEILL, SECRETARY,
Corner W and Fifth Streets.

UNIVERSITY OF ILLINOIS-URBANA



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